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ABSTRACT

The Center for Gifted and Talented Native Hawaiian Children at the University of Hawaii at Hilo aims to develop culturally appropriate gifted and talented programs and identification procedures for Native Hawaiian children. Every Center program incorporates four elements of the Na Pua No'eau model: talent enhancement, self-esteem development, integration of Hawaiian culture and values, and student and parent support services. Center programs and activities include: (1) Super Enrichment Saturday--half-day, open-enrollment, theme-oriented enrichment programs for K-9 students; (2) a 3-week interdisciplinary, culturally oriented summer program for gifted K-5 students identified during Super Saturdays; (3) 2-week residential summer institutes offering scientific, cultural, and artistic courses to gifted students in grades 6-11; (4) Kamalani children's chorus for talented singers and dancers in grades 4-6; (5) a program providing individualized courses of study and self-esteem enhancement to underachieving gifted and talented Native Hawaiian high school students; and (6) advanced programs for high school students who have successfully completed a summer institute. This document lists Center assumptions about underidentification of gifted and talented Native Hawaiian children, and educational practices used to overcome barriers to identification. Also included are worksheets for observational assessment of giftedness and for activities planning, a sample problem on a student application, and a brief description of the Imi Ho'ola program to increase Pacific Islanders in medical careers. (SV)

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Nā Pua No'eau
CENTER FOR GIFTED AND TALENTED NATIVE HAWAIIAN CHILDREN
University of Hawai'i at Hilo

ED 365 483

Success Models for Gifted Native Students

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University of Hawaii at Hilo

Na Pua No'eau

Center for Gifted and Talented Native Hawaiian Children

National Indian Education Association
25th Annual Convention
November 8, 1993
Mobile, Alabama

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Barriers in Identifying Native Populations for Gifted Programs

Definition of Giftedness

- **Focus on only one area of giftedness**
- **Search for the general gifted child**
- **Limiting the term "giftedness" to 5% of the total population**

Educational Equity

- **Assuming all children have had exposure to enrichment in the primary culture**
- **Not valuing and accepting culturally relevant demonstrations of skills and abilities**

Programs

- **Most existing G/T programs are in language arts and other traditional areas such as mathematics**
- **Lack of integration of content with cultural values, learning styles, and tradition**

Na Pua No'eau

The Center for Gifted and Talented Native Hawaiian Children was established at the University of Hawaii at Hilo in 1989 for the purpose of increasing educational enrichment opportunities for Native Hawaiian children (K-12) throughout the State of Hawaii. The Center was established with funds appropriated by Federal legislation in response to the need to raise the educational status of Native Hawaiians. The Center for Gifted and Talented Native Hawaiian Children is one of five Native Hawaiian educational projects administered through the U.S. Department of Education.

Two factors that the Center addresses in its effort to increase the number of Native Hawaiian children participating in gifted activities are the:

- Development of culturally appropriate criteria and procedures for identifying gifted and talented Native Hawaiian children.

- Development of gifted and talented academic programs that are culturally and developmentally appropriate and in a variety of gifted areas to include leadership, creativity, visual and performing arts, and talent enrichment in specific academic areas.

Na Pua No'eau Model

Four elements are incorporated into every Center program. They are:

- Talent Enhancement
- Self-Esteem Development
- Integration of Hawaiian Culture and Values
- Student and Parent Support Services

Mission Statement

It is hoped that through this effort and other supportive efforts that the Native Hawaiian population of Hawaii will become increasingly represented in occupations and roles that contribute significantly to the growth and development of the community, the state of Hawaii, and the nation.

It is also the Center's hope that through its efforts, Native Hawaiians will be among the increasing number of human resources that assists in the advancement of the nation, the state, and the community.

Philosophical Foundations

In the development of the Center, several philosophies are established in consideration of the historical, socio-psychological, and cultural aspects of Native Hawaiians in education.

- Build upon the positive aspects/academic strength of students
- Integrate Native Hawaiian values as a foundation
- Raise self-esteem
- Integrate appropriate instructional strategies for optimizing learning for Native Hawaiians.

The University of Hawaii at Hilo

The University of Hawaii at Hilo (UHH) is a four year liberal arts university in the city of Hilo on the "Big Island" of Hawaii. Hilo is 35 minutes by air from Honolulu, the state capitol. There is a UHH satellite facility in Kealakekua, Kona (West Hawaii).

The work with Hawaiian students from grades kindergarten to twelfth grade through the Center for Gifted and Talented Native Hawaiian Children is consistent with UHH's Master Plan to become more involved in encouraging minority students at an early age to prepare for college. It also supports the Master Plan by establishing partnerships between lower and higher education thereby encouraging more students to seek a postsecondary education.

Super Enrichment Saturday

This half-day, theme-oriented program provides educational enrichment opportunities for children of Native Hawaiian ancestry in kindergarten through grade nine. On any given Super Enrichment Saturday, up to 250 Hawaiian students are able to enhance their skills and talents in a challenging learning environment and learn about disciplines or concepts such as chemistry, celestial navigation, anthropology, solar astronomy, and ethnobotany. Super Enrichment Saturday sessions are held on the campus of the University of Hawaii at Hilo and students are taught by university faculty members as well as masters from the community. For many Native Hawaiian students, this is their first experience on a higher education campus. An average of four Super Enrichment Saturdays are planned for each school year with enrollment open on a first-come, first-serve basis.

In developing Super Enrichment Saturday themes and learning activities, center *na kumu* (teachers) are aware and sensitive to the educational issues experienced by many Native Hawaiian students. Consequently, the following elements are incorporated into each session's planning: talent enhancement, self-esteem development, integration of Hawaiian culture and values, student and parent support. *Na kumu* are encouraged to teach in teams to ensure an interdisciplinary approach to content learning. Past themes have included Super Creativity Saturday, Super Culture and Arts Saturday, Super Science Saturday, Super Leadership Saturday, Super Athletic Saturday, and Super Technology Saturday.

In addition to providing learning enrichment opportunities for Native Hawaiian students, another important function of Super Enrichment Saturdays that is currently under study is to create an authentic learning environment in which gifted behaviors may be assessed. Observers, pre-service teachers attending the University of Hawaii at Hilo, are trained to recognize expressions of high performance using culturally appropriate descriptors. These **performance-based** observations are summarized and included as part of the assessment information used to invite students to participate in other enrichment opportunities offered through the center.

Iā Pua No'eau SUPER CREATIVITY SATURDAY

SEPTEMBER 25, 199

OBSERVATION WORKSHEET

OBSERVER: _____ SESSION: _____ GRADE LEVEL: _____ SECTION: _____

Student ID	Motivation	Interests	Communication Skills	Problem Solving Ability	Memory	Curiosity	Insight	Reasoning	Imagination Creativity	Humor	TOTAL	COMMENTS
TOTAL												

h-Wksht 9/93

Ho'omalamalama

Summer Youth

Na Pua No'eau offers an integrated educational enrichment program to selected gifted Native Hawaiians in grades K-5 in half-day programs held at the University of Hawaii at Hilo. Qualifying students have an opportunity to experience their culture through music, hula, environmental studies, arts and handicrafts, as well as literature and story writing. The program is conducted for three weeks early in the summer for selected Hawaii Island students.

Students are identified as potential participants for Ho'omalamalama by observers while attending the center's Super Enrichment Saturday programs throughout the year. Students are invited to participate in Ho'omalamalama by the center and placed in interdisciplinary classes which are designed to allow the students to identify or enhance their talents.

KUMU PLANNING FORM

TEACHER		PROGRAM TITLE
CLASS TITLE	TOPIC	AGE GROUP
ROOM	DATE	TIME

DIRECTIONS: **Briefly describe how you plan to incorporate your ideas into each of the 4 components that make Nā Pua No'eau unique.**

1. TALENT ENHANCEMENT

* Focuses upon developing and enhancing talent and ability rather than remediating deficiences or weaknesses.
* Programs are continuously evaluated and modified to contribute to the short and long-term talent enhancement of student interest and ability at all grade levels.

2. HAWAIIAN CULTURE AND VALUES

* Academic programs integrate Native Hawaiian culture, history and values so that students may better understand and appreciate their relationship with society.
* Academic programs promote the idea that Native Hawaiian culture and values can be a sustaining resource for students as they meet today's challenges.

3. SELF-ESTEEM

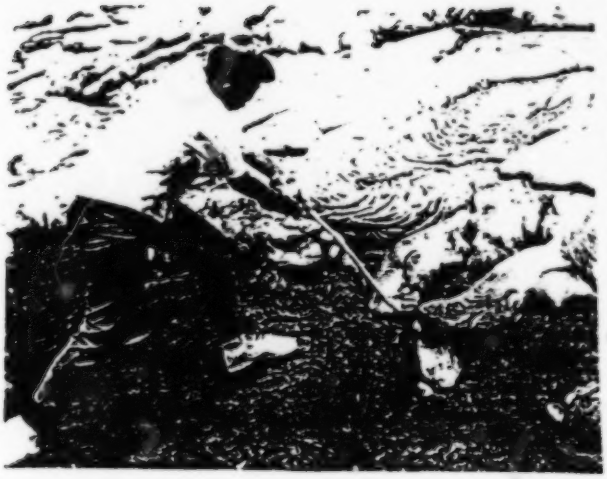
* Activities facilitate self-esteem development, identify and support Native Hawaiian students as they study and learn to become educated citizens.

4. STUDENT AND PARENT SUPPORT SERVICES

* Addresses special societal issues; Center acts as an 'ohana nui or extended family.
* Assists Native Hawaiians with supportive activities and strategies that prepare them to respond effectively to social needs as individuals and as members of an 'ohana, 'ohana nui, community, state, nation, and world.

OTHER HELPFUL INFORMATION

Summer Institute



Summer Institute is a residential experience at the University of Hawaii at Hilo with educational enrichment in specific program areas. Participating Native Hawaiian students in grades 6 through 11 are grouped by their area of talent and taught by specialists. Students increase their knowledge and skills by using the tools and methods of inquiry of the various disciplines in an integrated learning experience. In keeping with the center's emphasis on enhancement, it is believed that the atmosphere of the university coupled with a milieu developed and expressed through Hawaiian values and culture will encourage high, student aspirations for achievement.

Information concerning students' interest, ability, or potential are collected primarily from application forms and performances in at least one Super Enrichment Saturday. Approximately 200 Native Hawaiian students demonstrating high interest, ability, or potential from throughout the state of Hawaii are invited to participate. There are two Summer Institute sessions conducted with each session running for two weeks. An average of ten different courses are offered during each session.

The resource pool of *na kumu* or teachers is a unique composition of (a) community members, (b) university faculty, and (c) state department of education teachers recognized for their content knowledge and teaching abilities, creativity, and effectiveness in the educational process of Native Hawaiian students. Teachers develop courses in specific areas such as volcanology, ethnobotany, language, performing arts, and aquaculture. Integrated into the planning are the four components of the Na Pua No'eau Model: talent enhancement, self-esteem, Hawaiian culture and values, and student/parent support.

One of the offerings to students who were in grades 6-8 was Math Magic. This course allowed students to "enjoy the art of math through an integrated, fun-filled, and multidimensional approach" and "join a movement that is helping weave math into everyday vocabulary and everyone's experience of success". The class explored how ancient Hawaiians used logic and math in their society. Every class day began with a problem and a word of the day. Students solved the problems and found both English definitions and Hawaiian meanings for the word of the day. Field trips included a visit to a *heiau* or Hawaiian temple where students learned of its history and used Hawaiian math techniques to measure its structure.

The *na kumu* or teachers for Math Magic were Kainoa Sharpe, a graduate of Regis College with a bachelor of arts degree in mathematics and Kia'aina Schubert, a graduate of the University of Hawaii at Hilo with a degree in computer science and a minor in math. Currently a teacher at Konawaena High School, Kainoa likes to approach math instruction as it relates culturally to Hawaiians, modern and ancient.

Information from the **application forms** for Summer Institute are designed to tap students' interest, motivation, and abilities. Sources of information include the students, their parent, and at least another adult familiar with the student's potentials. There are three parts to the application form: Student Information, Student Questionnaire, and Two Recommendation Forms. Following is a Student Questionnaire item found on the application form used for Math Magic.

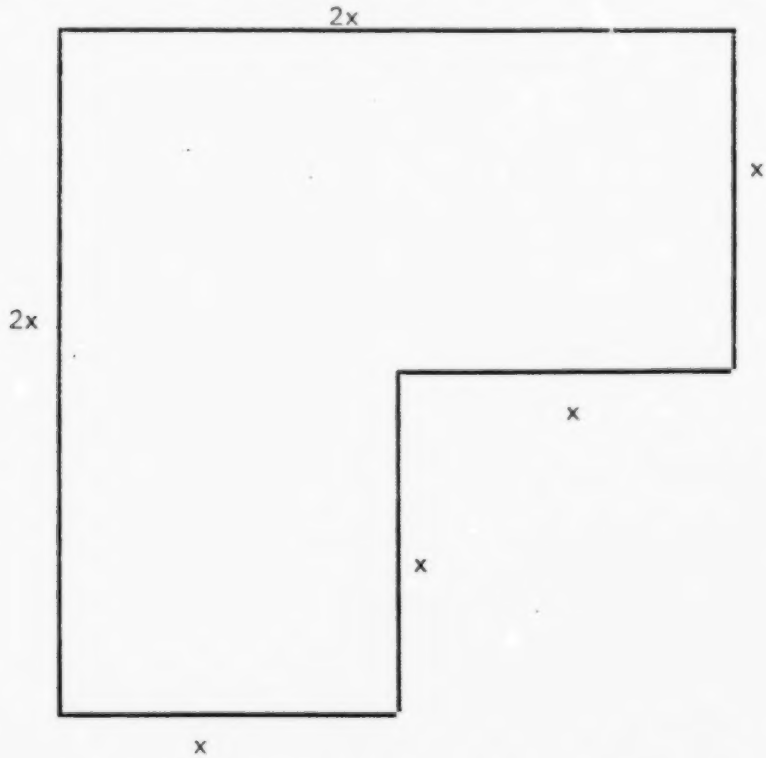
Nā Pua No'eau SUMMER INSTITUTE
MATH MAGIC

PART II: STUDENT QUESTIONNAIRE *(continued - PLEASE PRINT in your own handwriting)*

6. We want to know how you might solve the following problem. Solve this problem by yourself.

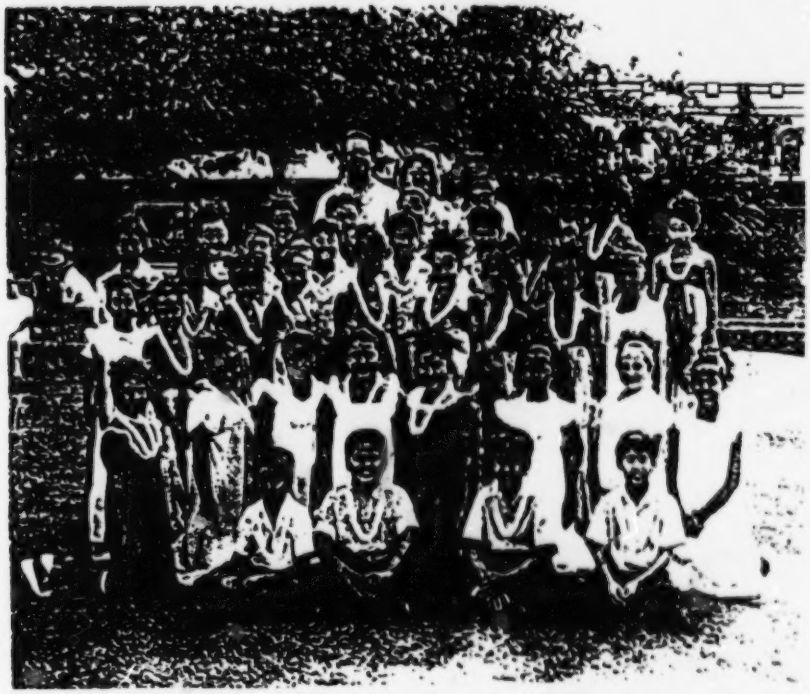
Kukea and his wife, Ku'ulei, were taro farmers who had four children (2 boys and 2 girls). When Kukea and Ku'ulei died, their will declared their 3-acre land be divided among their children. Each child received the same amount of land in the same shape.

On the figure below, show how this would be done.



Kamalani Children's Chorus

(Students in Grades 4-6)



The Na Pua No'eau Kamalani Children's Chorus is an auditioned choral ensemble of Native Hawaiian children. Participation in the chorus develops performance skills, raises self-esteem, and increases the visibility of Native Hawaiian children who excel as singers, dancers and performers. The chorus integrates Native Hawaiian music and dance into their repertoire, thus heightening the children's awareness of their rich Native Hawaiian heritage.

Throughout the year, the Kamalani Children's Chorus rehearses twice weekly. The chorus travels to the communities of Kau, Kona, Waimea, Kohala and Pahoa. Additionally, off island performance tours are planned each year, challenging the children to excel toward higher performance levels and to achieve a greater sense of independence, poise and confidence. The chorus is available for special events programmed by the University of Hawaii at Hilo and other community functions.

The Na Pua No'eau Kamalani Children's Chorus is centered in Hilo on the island of Hawaii under the co-direction of Mr. Michael Springer, Mr. Rudy Serain, and Mrs. Cathy Arnold. Besides serving as chorus directors, all three are educators with the State of Hawaii Department of Education. They are actively involved with teaching music and/or hula in their respective schools and communities.

IMUA HAWAII

Words & Music by Kenneth Makuakane

I am a child who must understand
To cope with the society of modern man
A true believer knows that time is at hand
For our people to rise again in this land

Hui:
Na Pua No'eau we will strive to be
The very best that we can be
Please grant us the honor and dignity
We'll stand beside you Na Pua No'eau
Imua Hawaii

The faith of our ancestors makes me strong
I have felt their love and wisdom for so long
The knowledge I gain as time goes on
Will direct me to know the right from the wrong

Na'imiloa Program
(Seekers of Knowledge)

The Na'imiloa Program is a high school demonstration project for potentially gifted and talented Native Hawaiian students who seem unable to realize their potential through the traditional high school teaching strategies and perspectives. This project is a collaborative venture between the University of Hawaii at Hilo's Na Pua No'eau, Saint Joseph High School, and the Hawaii State Department of Education. Beginning in 1990 and involving approximately 50 students attending two public high schools, there are now approximately 200 secondary students from one parochial and three public high schools who participate in the Na'imiloa Program.

The Na'imiloa Program is composed of three phases. Phase I focuses on identifying underachieving gifted and talented students. Each high school faculty, the students and parents, and the Na Pua No'eau staff participate in the development of the identification criteria and procedures and the selection of the students. Phase II concentrates on the affective domain and student orientation to the program. The students spend one semester on self-esteem development, study and communication skills, and Native Hawaiian values. During this second phase, students spend time assessing their gifts and talents in order to design an individual course of study. Phase III focuses on the enhancement of each student's strengths within the classrooms, in small groups, and through mentorships with professionals in the educational and business communities. Students learn skills as planned by their individual course of study and express their knowledge in a variety of ways.

- Na'imiloa students also participate in other center activities.

- The Na'imiloa Program is facilitated and implemented through the efforts of coordinators based at each high school.

- Parent involvement is obtained early on and continued throughout the school year.

- Networking is encouraged as an effective way to utilize resources.

Na'imiloa Identification Process

- Uses descriptors summarized from literature on gifted underachievers
- Involves the triangulation of self, peer, and teacher nominations: Student Talent Finder, Teacher Nomination Summary, and Merged List
- Includes a total, school staff orientation to identification process and the review of nominations by a school Advisory Committee

STUDENT TALENT FINDER

Please list the first and last name of students you know who show the greatest talent or ability in each of the following areas (they need not be in this class but should attend this school). Note, you may use your own name and use a name more than once.

Who is respected by the group?

_____ _____ _____

Who is considerate of others?

_____ _____ _____

Who is funny? _____ _____ _____

Who is aggressive? _____ _____ _____

Who is creative or artistic? _____ _____ _____

Who communicates easily with adults?

_____ _____ _____

Who inspires/encourages others?

_____ _____ _____

Who knows a lot about one thing or has a special skill/talent ?

_____ _____ _____

Who excels in non academic areas e. g. games, sports, cars, or other extra-curricular activities?

_____ _____ _____

Who is cooperative/responsible? _____ _____ _____

Who is good at organizing things? (good or bad)

_____ _____ _____

Thank you for your assistance.

Project Kupulau and Project Ho'omau

***Kupulau* is the Hawaiian concept for "progressive and continuing enhancement". *Ho'omau* is the Hawaiian concept for "to persevere and endure toward a vision".**

Project Kupulau provides students who have successfully completed a Summer Institute with an opportunity to continue, in greater depth, the development of their talent, self-esteem, Hawaiian culture and values, and family through the center's facilitation. Students continue learning from the teachers who worked with them during the Summer Institute. Students and their instructors work out a plan to meet at least four times during the coming school year to pursue independent projects and/or field trips that address more technical or specialized learning. Networking and communication between students and *kumu* or teacher are on-going.

Project Ho'omau is an effort to keep in touch with the students who have successfully completed Summer Institute and Project Kupulau and continue to provide some level of support within the capability of the center's resources. Three student options within Project Ho'omau were developed to allow different levels of services depending upon the student's degree of interest and commitment to a particular educational goal. These options are:

1. Pipeline to educational goals in selected areas such as medicine, celestial navigation, geology, volcanology, aquaculture, marine biology, leadership.
2. Broad talent enhancement or exposure to areas such as team-building, culture enrichment, career development, and problem solving.
3. Option to exit.

The successful operation of Project Ho'omau requires the effort of many collaborating agencies. Currently, a medical "pipeline" is being formed with the University of Hawaii at Manoa, School of Medicine, which will allow students to obtain opportunities enhancing their interests and abilities. Already awaiting for this medical pipeline is a group of twenty eager students who have progressed through the various Na Pua No'eau programs. These students were invited and attended the 1993 summer graduation ceremonies at the School of Medicine.

The University of Hawai'i
John A. Burns School of Medicine
IMI HO'OLA PROGRAM

John A. Burns School of Medicine
University of Hawai'i
1960 East-West Rd.
Honolulu, HI 96822

MISSION

The mission of the John A. Burns School of Medicine is to train students to a high level o: competence as primary care physicians, with the goal of improving health care in Hawai': and the Pacific area. The School aims to make medical careers possible for members o: underrepresented Pacific Island groups (Hawaiians, Filipinos, Samoans, Micronesians an(Guamanians) whose educational goals have been hindered by a disadvantaged background The goal of **Imi Ho'ola** ("Those Who Seek to Heal") is to increase the number of Pacifi(Islanders in medicine.

OVERVIEW

Under the leadership of the School of Medicine, the Imi Ho'ola Program has been i: existence since 1972. Imi Ho'ola is a health career opportunity program designed to develo; students into highly competitive applicants for admission to medical school. The focus i: to improve learning effectiveness, evaluate the student's potential for medical studies, an(to assist in any social and cultural adjustment.

CURRICULUM

The curriculum is an intensive one-year program with emphasis on the sciences (biolog and chemistry), humanities, communication (oral and written) and learning skills. Imi Ho'ola provides students with academic, financial and personal counseling, and assist students in the medical school application process.

ADMISSION REQUIREMENTS

Applicants must come from a group underrepresented in medicine, come from a socic economically or educationally disadvantaged background, and possess a desire to serv in areas of need. A baccalaureate degree is highly desirable. Completed coursewor is to include: **Biology** (8 cr.), **General Chemistry** (4 cr.), **Organic Chemistry** (8 cr. and **Physics** (8 cr.). Priority is given to residents of Hawai'i and the Pacific Basin.

FINANCIAL AID

Aid, scholarships, grants and loans are available through the University of Hawai'i, bu on a limited basis. Applicants are advised to seek financial assistance as early a possible.

APPLICATION DEADLINE

Applications must be postmarked by **March 31, 1994**. Applications may be obtaine by calling Nanette or Agnes at (808) 956-7412 or by writing to: *Imi Ho'ola Program, 196 East-West Rd., Biomd. B-104, Honolulu, HI, 96822.*

For more information please contact:

Nanette Judd, R.N., M.P.H.
Program Director

Ph.: (808) 956-3466

Agnes Malate
Student Services Specialist

Ph.: (808) 956-3466

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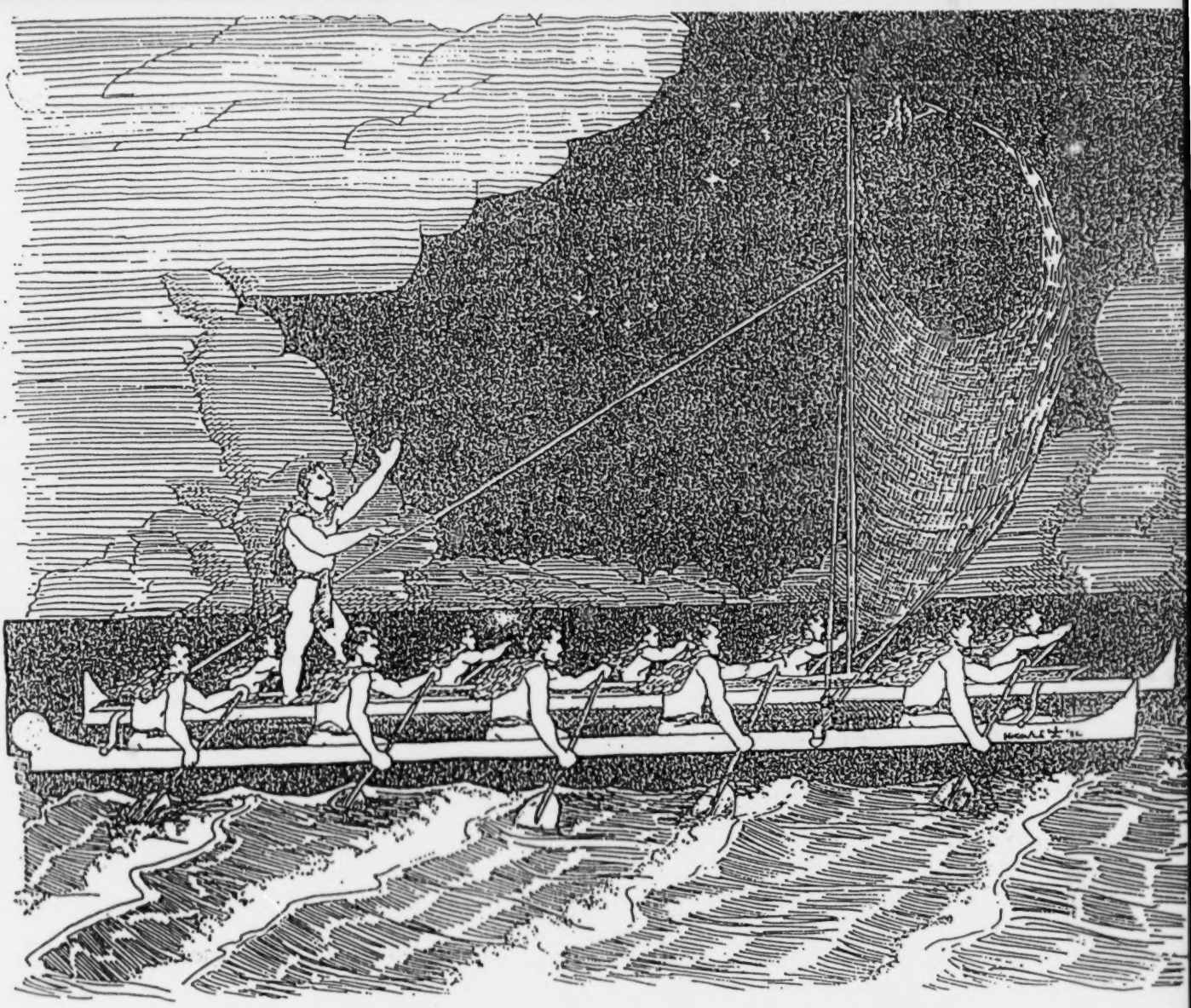
Assumptions	Practices
I There are more gifted and talented Hawaiian children than are presently identified.	• Develop and use appropriate procedures & instruments to find them: - expressed high interest & motivation - performance-based observations - open enrollment - word of mouth - Hawaiian organizations - newspaper, radio - public schools (parent-community networking coordinator)
II Many students may not have had the opportunity to demonstrate giftedness or potential.	• Provide enrichment opportunities that allow students to exhibit & develop their knowledge-base in familiar surroundings • Assess student performance during programs • Couch curriculum & instructional strategies in Hawaiian values
III A broad and defensible definition of giftedness will allow for diverse ways of exhibiting gifts and talents.	• Offer talent enhancement in a variety of gifted & talented areas: - general intellectual - specific academic - creativity - leadership - psychomotor - visual arts - performing arts
IV Identification procedures should be based on student characteristics and expressed interests.	• Application forms are developed based on the type of program offered, students' grade level, and length of the program: half-day, residential, year round.
V Native Hawaiian students are faced with multiple hurdles, therefore the Center needs to be more inclusive than exclusive in gathering student information.	• Solicit information from teachers, parents, coaches, and community members who have had opportunities to observe the student in traditional and/or nontraditional settings: - hula classes - athletic field - community leadership activities - Hawaiian cultural events • Allow community to judge and assess a child's giftedness from their perspective • Use "deadlines" proactively by understanding how to facilitate contact with students and families



"Hawaiians" refer to a particular cultural group. They are descendants of the native Polynesians, indigenous to the Pacific islands, who first inhabited the Hawaiian Islands around 600 A.D. Hawaiians ruled the Hawaiian Islands until the overthrow of their last monarch, Lili'uokalani, at the end of the 19th century by a revolutionary group of Americans. In 1959, Hawaii was admitted into the union as a state, having been a territory of the United States since 1900.

For further information on material presented, please contact:

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